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ABSTRACT

This is a description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Techniques of Consultation provides training in skills which promote client growth and self-sufficiency through the adjustment of the environment of the client. Human services personnel are often required to deliver services through others rather than to work directly with the client. The techniques required for this function are those of the consultant rather than the counselor. The course provides experience in the application of change strategy, decision-making process, and observation models. (Author)

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TECHNIQUES OF CONSULTATION — HI 464
A Higher Education Course Monograph

No. 6 in a Series

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Manpower Development Higher Education System (MDHES)
Oakland University, Rochester, Michigan

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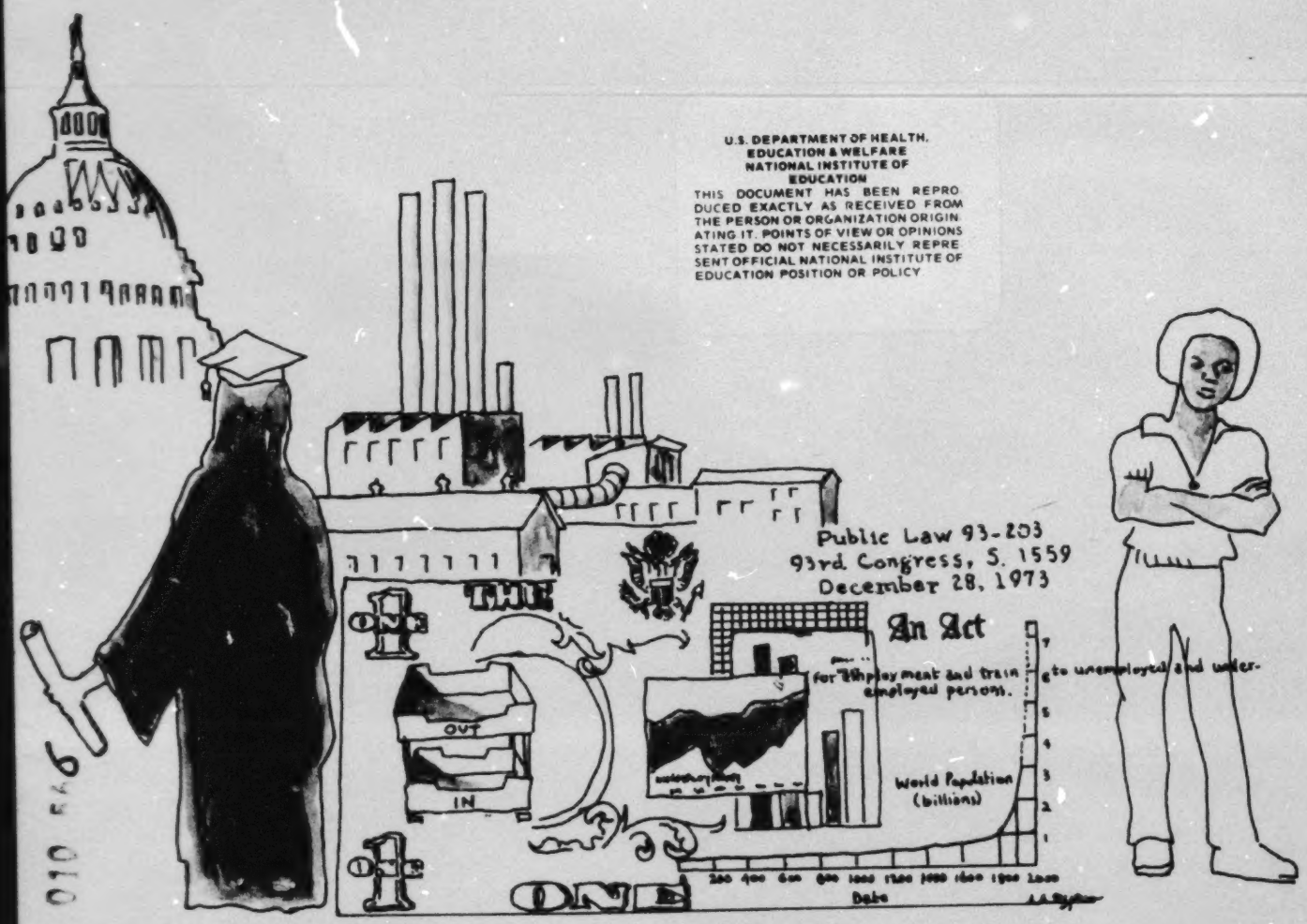

Techniques of Consultation - HI 464

A Course Monograph

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PUBLISHED BY:

Manpower Development Higher Education System
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A description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Techniques of Consultation provides training in skills which promote client growth and self-sufficiency through the adjustment of the environment of the client. Human services personnel are often required to deliver services through others rather than to work directly with the client. The techniques required for this function are those of the consultant rather than the counselor. The course provides experience in the application of change strategy, decision-making process, and observation models.

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, HI 464 - Techniques of Consultation, is a specialty course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by JoAnne H. Minor, a faculty member who has worked as a consultant for private and public agencies and participated in the formation of a private consulting firm.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

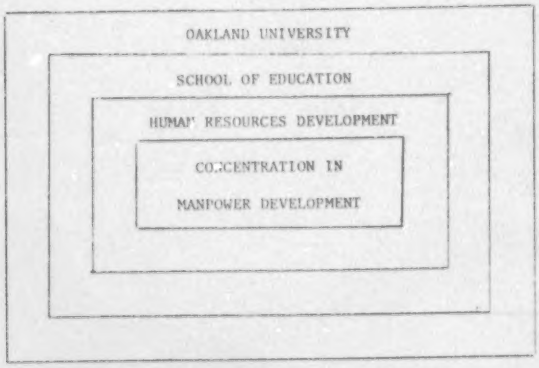


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

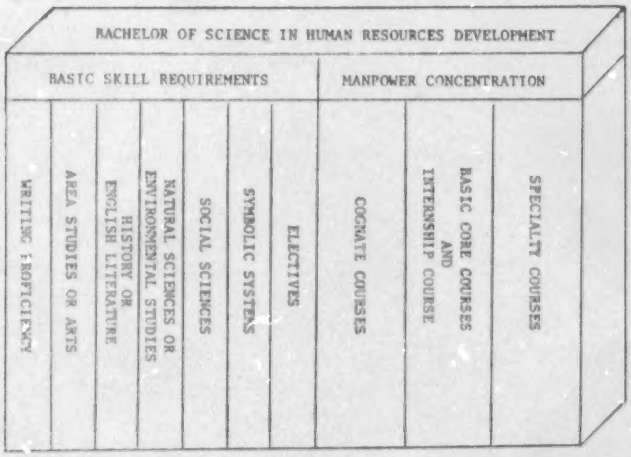


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to take a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

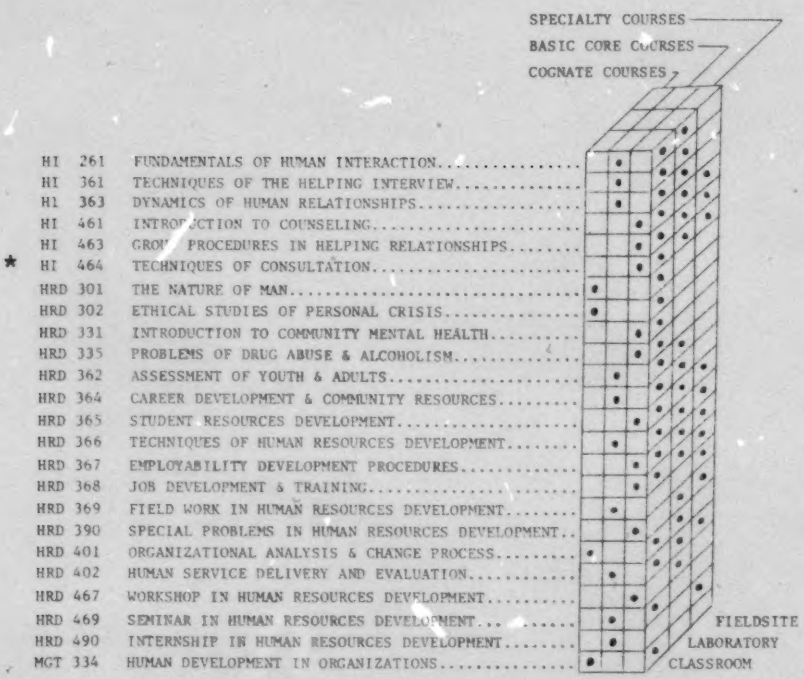
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

* HI 464 Techniques of Consultation is a specialty course within the HRD curriculum and utilizes classroom, laboratory and fieldsite strategies.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION
HI 361 TECHNIQUES OF THE HELPING INTERVIEW
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS
HI 461 INTRODUCTION TO COUNSELING
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS
* HI 464 TECHNIQUES OF CONSULTATION
HRD 301 THE NATURE OF MAN
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD 362 ASSESSMENT OF YOUTH & ADULTS
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD 365 STUDENT RESOURCES DEVELOPMENT
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD 368 JOB DEVELOPMENT & TRAINING
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD 402 HUMAN SERVICE DELIVERY AND EVALUATION
HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS
FIELDSITE
LABORATORY
CLASSROOM

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

The course Techniques of Consultation was designed to offer students experience in the delivery of indirect services and skills which result in adjustment to the client's environment. The emphasis is on teaching students how to train clients in the use of problem-solving and decision-making skills. Consultation skills are useful in many settings in manpower development, employment counseling, vocational rehabilitation, corrections work, crisis centers, community social welfare agencies, etc. where a client can benefit from changes which can be made to occur in his employment or family situation and where an advocate is needed to help him gain access to needed opportunities.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development (see Appendix A.1)

Techniques of Consultation was developed as a new course in the Human Interaction series of the Human Resources Development curriculum. The Human Interaction series provides skill development and experience in all phases of human relationships. Interview techniques, group process skills, counseling theories, and change strategies are some of the areas covered by this group of courses.

A natural extension at the senior-year level for this series was a course which provides preparation in consultation skills. The course was developed to include opportunities for practice of counseling skills, experience with change models and problem-solving models, and synthesis of concepts into a personal model of counseling and consulting. The need for the course was previously identified through a request from the Michigan Employment Security Commission. The Manpower Institution Grant provided the opportunity for development of the course.

The course was included in offerings for winter semester 1975. Students were asked to evaluate the course and their written evaluations are included (see Exhibit 5) as well as the teaching-learning effectiveness scores for the course.

2.2 Description of Module Development (see Appendix A.2)

The modules for the course were prepared to include topics, competencies for each module, teaching-learning activities and time/space utilizations.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals

Techniques of Consultation is a new course in the Human Interaction Series. It provides an opportunity for students to review skills and pull together an operational model for the delivery of indirect service to clients. Specific course goals are as follows:

a) To demonstrate models of consulting with groups and individuals.

b) To review and practice skills in interviewing, individual problem-solving and group problem-solving.

c) To develop basic knowledge about the change process and the skills necessary for facilitating change.

d) To become acquainted with problem-solving models and practice using models.

e) To build a repertoire of workable intervention strategies.

f) To integrate theory and skills into an individual model of consulting including a personal theory and strategies for implementation.

3.2 Course Content and Course Objectives

The course Techniques of Consultation is viewed as the final course in the Human Interaction Series (HI). The HI series provides the acquisition of skills and techniques in providing direct and indirect human services. The course offerings include introductory courses in human interaction as well as advanced courses providing skills in interviewing, group interaction and individual and group counseling. The emphasis of Techniques of Consultation includes synthesis of previous experiences into a personal working model and practice in providing indirect services as one method of extending service capabilities.

Six general topic areas were planned for the first offering of Techniques of Consultation. Behavioral objectives were written to aid evaluation of competencies in each topic area.

3.21 The Change Process

Within the consultation process the general goal of most clients is change. The change may be internal change, group change or system change. This topic was designed to insure that students can articulate some principles of change and can demonstrate the use of these principles in consultation. This topic represented one of the basic skills of the consultant.

Upon completion of this module the students will be able to articulate principles of change and demonstrate their use of at least 80% of the change principles in the instructor's presentation.

3.22 Helping Skills

Basic to the helping process is the ability to help a client or group of clients feel comfortable and to generate trust in the ability of the consultant to help. A client must be able to state what is wrong and what is the goal of change. This topic includes a review of facilitative counselor behaviors and techniques of group observation.

Upon completion of this module the student will be able to:

a) Interview a client demonstrating the basic procedures of insuring client comfort, acquiring information and stating the problem with client validation. The student will demonstrate 80% accuracy of problem statement.

b) Demonstrate accuracy of observation skills in a group setting (verification with 2 other observers).
85% agreement of content observation
75% agreement of process observation

3.23 Problem-Solving and Decision-Making

The process of problem-solving is viewed as a vital skill for the consultant. Different models for problem-solving were presented with a special emphasis on Lewin's force field analysis. This problem-solving model is extremely useful in group or individual consultation. It also is an excellent training tool for the consultant's repertoire of skills. Each student practiced both the use of this model and the teaching of the model.

Upon completion of this module the student will be able to present a case report using class generated models that will provide the task group with necessary information to use a specific problem-solving model.

3.24 Consultation Process

The differences between counseling and consultation were generated in class discussion. The advantages and disadvantages of indirect vs. direct services were discussed and listed. The differences between problem (content) consultation and process consultation were emphasized. Each student participated in lab sessions used to clarify the different types of consultation and the need for each method.

Upon completion of the module the student will be able to:

a) Produce a written document indicating differences between content and process consultation as defined by class discussion, list four advantages of process consultation and three basic areas which must be covered in the observation of the system.

b) Critique taped presentations of consulting sessions indicating positive and negative interactions. A 75% level of agreement must exist among each work group.

c) Produce a written document presenting a personal consulting theory including rationale and working methods.

3.25 Family Consultation

Family consultation and family counseling were defined and discussed. Models of family counseling were demonstrated through films, presentations and simulations. This topic was included in the course as a special topic because of the importance of family counseling in the work experience of the human services worker. The models generally demonstrate family counseling, i.e. direct services which represents a bias of the instructor. Family consultation models demonstrate problem-solving and communication strategies which can be taught to families.

Upon completion of the module the student will be able to demonstrate through simulation the use of techniques which would be useful in family consultation. Three techniques must be demonstrated (ex. T.A., Psychodrama, Behavior Modification, Social Learning).

3.26 The Consultant as Advocate

This topic was included to help students clarify their position as a personal change agent. The consultant is often faced not only with the need to train clients in skills for change but with a decision about his/her own place in the change process. The consultant as an advocate for the client was discussed in a (forum) debate setting with both sides presented by students. Finally, each student articulates his/her own personal decision about the advocacy role.

Upon completion of the module the student will be able to indicate in a verbal presentation an individual opinion on the consultant as an advocate, rationale for the opinion and three techniques which facilitate or deemphasize the advocacy role.

3.3 Overview of Instructional Strategies

3.31 Teaching/Learning Activities

The teaching/learning activities included varying combinations of lecture, demonstrations, simulations, films and written assignments. The initial needs assessment provided an indication of the amount of time needed for review and new content presentations. The competency based model assumes that each student will reach a predetermined level of competency in each area before course completion. Skills in individual and group counseling are viewed as basic to the acquisition of consultant skills.

3.32 Instructional Resources

Basic materials used to organize course content included:

a) Brammer, The Helping Relationship, Prentice Hall, Englewood Cliffs, New Jersey, 1973.

b) Caplan, Gerald, The Theory and Practice of Mental Health Consultation, Basic Books, Inc., New York, New York, 1970.

c) National Training Lab Institute for Applied Behavioral Science, Reading Books and Lecture Outlines on Educational Systems and Organizational Development, Washington, D.C., 1973.

d) Pfeiffer, J., Jones, J, Handbook of Structural Experiences for Human Relations Training, University Associates, La Jolla, California, 1972, 1973, 1974.

e) Schein, Edgar, Process Consultation: Its Role in Organization Development, Addison-Wesley; Reading, Mass., 1969.

Student resources were used to provide case material for practice interviews and practice problem-solving sessions.

3.33 Grouping Patterns

Class time was organized on a weekly basis. An initial group meeting followed by a short instructor presentation, lab work and a final group meeting was the general pattern for class sessions. The lab work included grouping in diads, triads or small groups of 5-6 for simulations and demonstrations. During competency check sessions students served as evaluators in small groups.

3.34 Time/Space Utilization Patterns

The type of organization used for the course required one large room for group meetings and a number of small rooms for audio tape review, small group meetings and demonstrations. The number of rooms needed depends on the size of the class. During the winter semester the class used one large room and three small group rooms located nearby. The calendar used for the term is presented below:

Class Session

1	Introduction and Needs Assessment
2	Review of Individual Interview Skills
3	Review of Group Observation and Interaction Skills
4	The Change Process - Lecture and Lab
5	The Change Process - Lab
6	Problem-Solving - Model Presentation
7	Problem-Solving and Decision-Making - Lab and Demonstration
8	Competency Evaluation Session
9	Consultation - Class Discussion
10	Consultation - Lab and Demonstration
11	Family Counseling - Psychodrama
12	Family Counseling - Social Learning and TA
13	Advocacy Role - Class Debate Session
14	Competency Evaluation Session
15	Review of Content and Competency Evaluation
16	Course Evaluation and Competency Evaluation

3.4 Client System

It was anticipated that students taking this course:

a) Have acquired basic individual and group intervention skills and are prepared to demonstrate these skills.

b) Have access to consultation opportunities in either the public or private sector.

c) Are prepared to integrate learnings into a workable personal system of consultation.

3.41 The students participating in the course in the winter semester 1975 had the following characteristics:

Total Number of Students 14

a) Working in the private or public sector 11
b) Completed individual interaction courses 12
c) Completed group dynamics courses 9

3.42 Additional Characteristics of the Students

a) Sex: 10 females, 4 males

b) Educational background: 9 college seniors
4 college juniors
1 graduate student

c) Examples of employment positions

1) Drug rehabilitation center
2) Community college counselor
3) Social worker
4) Nurse's aide
5) Employment counselor
6) Child care worker
7) Teacher (elementary)
8) Resident assistant

3.5 Assessment System

3.51 Pre-Assessment or Needs Assessment System

The initial class session included the administration of a needs assessment instrument (Exhibit 1). The instrument assessed knowledge of consultation concepts, problem-solving models, and individual and group interaction theory. A skill level assessment was conducted using a case conference model with prepared case problems. Each student was observed by small work groups responding to a prepared observation form (Exhibit 2). A subjective needs assessment model was responded to in small groups as each student indicated his own assessment of his skills and needs.

3.52 Interim Assessment System

At designated intervals during the course students were evaluated on competencies discussed under course objectives. Each student had a training package which included competencies and methods of assessment. Students were evaluated on the competencies of their choice during each evaluation period.

3.53 Terminal Assessment System

Each student presented his personal consulting theory and corresponding techniques as part of the terminal assessment. Students were expected to demonstrate all of the designated competencies to complete the course. If all competencies were not demonstrated by the last day of exams an "I" was given to allow the student additional time to reach criterion levels on all competencies.

EXHIBIT 1

PRE-ASSESSMENT INSTRUMENT

Complete each question.

1. What is consultation?

2. What are the differences between consulting and counseling?

3. List some differences between content and process consultation.

4. What do you see as basic skills in individual counseling?

5. What are the basic steps of group development and some characteristics of each step?

6. How does group leadership affect the group? What styles of leadership are possible?

7. How do process and content observation differ?

8. When are some crises times in a group and what are productive ways to intervene at those times?

9. What are some criteria of good feedback? How would you teach group members to give feedback?

10. Outline a problem solving model.

EXHIBIT 2
PRE-ASSESSMENT INSTRUMENT

OBSERVATION SHEET FOR OBSERVING COUNSELOR

1. How we help the student feel comfortable.

   a. Eye contact

      1. None
      2. Seldom
Circle one 3. Sometimes
      4. Frequently
      5. Very frequently

   b. Pleasant facial expressions

      1. None
      2. Seldom
Circle one 3. Sometimes
      4. Frequently
      5. Very frequently

   c. Body language (attending, forward moving, relaxed, open)

      1. None
      2. Seldom
Circle one 3. Sometimes
      4. Frequently
      5. Very frequently

2. Understanding the student's problem

   a. Does the counselor seem to understand the problem?

      1. Never
      2. Seldom
Circle one 3. Sometimes
      4. Frequently
      5. Very frequently

3. Communication

   a. Does the counselor invite the student to express feelings and attitudes openly?

      1. Never
      2. Seldom
Circle one 3. Sometimes
      4. Frequently
      5. Very frequently

4. Values and Expectations

a. Are the counselor comments value laden, i.e. express a "middle class bias."

Circle one
1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

b. Does the counselor listen to the student and explore the student's values?

Circle one
1. Never
2. Seldom
3. Sometimes
4. Frequently
5. Very frequently

Client Response Section

How did you feel as a client during the counseling session?

Calm	1	2	3	4	5	Anxious
Agitated	1	2	3	4	5	Relaxed
Frustrated	1	2	3	4	5	Satisfied
Depressed	1	2	3	4	5	Happy
Helped	1	2	3	4	5	Not helped

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

The course was planned in a modular format to facilitate the use of course topics in other classes and service delivery systems. Though the modules are interrelated they can be used as self-contained instructional units. For example, much of the information contained in Module 2, Communication Skills and Helping Skills was used in a presentation for new supervisors of the City of Pontiac, Michigan. As with any new course some modules will contain more detail than others as evaluation and modification are still underway. The modules were presented as follows:

Module Number	Title	Number of Sessions
1	The Change Process	1
2	Helping Skills	2
3	Problem Solving & Decision Making	2
4	Consultation Process	2
5	Family Counseling	2
6	The Advocacy Role of the Consultant	1

4.1 Module 1 The Change Process

4.11 Rationale

Within the consultation process the general goal of most clients seeking help is change. The change may be internal change, group change or system change. This module is designed to insure that students can articulate change principles and demonstrate the use of these principles in consultation.

4.12 Instructional Objectives

4.121 Terminal objectives

Using a simulation, students will be able to:

a) determine the type of change required

b) determine the goal of change

c) state the 3 factors contributing to resistance and 3 methods of lessening resistance

d) develop a strategy for goal attainment

e) develop an evaluation component

An agreement level of 80% between groups will be acceptable for competency attainment.

4.122 Interim objectives

Students will be able to:

a) list the phases of planned change and steps involved in each phase

b) list the factors which stimulate change and those which pose resistance to change

c) choose the type of change indicated in different problem presentations

4.13 Description of Instructional Content

4.131 The Process of Change
Stimuli for change
Resistance to change
Factors affecting change

4.132 The Phases of Planned Change

4.133 The Role of the Change Agent

4.14 Description of Instructional Strategies

In the first class period students will listen to a lecture on the topic. The lecture material is presented in Appendix A.3. A discussion of the concepts followed the lecture. In small groups students reviewed cases and practiced determining the type of change indicated and strategies for insuring change.

The second class period included role playing of problems with each student serving as consultant and participating in the simulation. Some of the types of problems used are in Appendix A.7.

4.15 Evaluation Process

Completion of the terminal objective was used to evaluate successful competency attainment. Each work group was given the same case and asked to produce the indicated data. Groups reported to the class and checked the level of agreement within the class.

4.2 Module 2 Helping Skills

4.21 Rationale

The role of consultant assumes a high level of skill attainment in facilitating both individual and group interaction. In order to provide indirect services skill must be at an expert level.

4.22 Instructional Objectives

4.221 Terminal Objectives

Upon completion of the module a student will be able to:

a) Interview a client demonstrating the basic procedures of insuring client comfort, acquiring information and stating the problem with client verification. The student will demonstrate 80% accuracy of problem statement as determined by the client and student observers.

b) Demonstrate the accurate use of observation instruments in a group setting. Criterion level is 85% agreement of content observation and 75% agreement of process observation among the observers (at least 2).

4.222 Interim Objectives

Students will be able to:

a) Demonstrate through discussion and role playing knowledge of basic client comfort skills - attending skills, reflection, summarization and paraphrasing.

b) Demonstrate 80% accuracy of problem statement in simulated presentations.

c) Use different types of observation instruments for group interactions.

4.23 Description of Instructional Content

4.231 The basic skills for insuring client comfort
Attending skills
Observing non-verbal behavior

4.232 Observation of counseling interviews

4.233 Models for observing group interaction

4.24 Description of Instructional Strategies

In two class periods the instructor reviewed basic theory of the helping process, presented models of observing behavior in interviews and models for observing group interaction. Samples of the materials used are presented in Appendix A.4. In triads students practiced using basic helping skills utilizing student generated problems. Students participated in small groups using current social problems as the basis of

discussion. Observers practiced using observation models to track group interaction.

4.25 Evaluation Process

Successful attainment of criterion level on the two terminal objectives was used as the evaluation procedure.

4.3 Module 3 Problem Solving and Decision Making

4.31 Rationale

In consultation the problem solving steps represent the heart of the process. Change begins with clarifying and diagnosing the problem. It continues with the selection of goals and action steps.

4.32 Instructional Objectives

4.321 Terminal Objective

The student will be able to present to the work group a case report demonstrating the use of a specific problem-solving model.

4.322 Interim Objectives

The student will be able to:

a) Complete the Lewin model of force field analysis using a back home problem as the content.

b) Present the Lewin model to a small group and evaluate the level of group understanding.

c) Complete two problem-solving models using the same stimulus material.

4.33 Description of Instructional Content

4.331 Presentation of Lewin's model of force field analysis

4.332 Other problem-solving models

4.333 Case report models

4.34 Description of Instructional Strategies

In the first class session the instructor presented Lewin's model in a lecture and demonstration (see Appendix A.5). Students worked in small groups to practice using the model with student-generated problems.

The second class period students presented case reports using one of the models presented in the previous class.

4.35 Evaluation Process

Student presentations of case reports were used to evaluate the success of this module.

4.4 Module 4 The Consultation Process

4.41 Rationale

The process of consultation involves a unique relationship between consultant and client. The concept of indirect service requires a somewhat different emphasis than direct delivery of client services. The differences and similarities need to be crystallized for students.

4.42 Instructional Objectives

4.421 Terminal Objectives

Upon completion of this module students will be able to:

a) Produce a written document indicating at least three differences between consultation and counseling.

b) Produce a written document indicating differences between process and content consultation with four advantages for the use of process consultation.

c) Produce a written document presenting a personal theory of consulting including rationale and working methods.

d) Critique taped consulting sessions indicating positive and negative interactions. A 75% level of agreement must exist between each work group.

4.422 Interim Objectives

Students will be able to:

a) Discuss process vs. content consultation
b) List basic characteristics of consultation
c) Begin to define a personal theory of consulting

4.43 Description of Instructional Content

4.431 Consulting vs. counseling
4.432 Content vs. process consultation
4.433 Conceptualizing a personal model

4.44 Description of Instructional Strategies

The first class period included a lecture by the instructor introducing the differences between consulting and counseling (Appendix A.6). Students generated lists of differences and also compared content and process consultation.

The second class period students presented outlines for the paper "A Personal Theory of Consulting."

4.45 Evaluation Process

Completion of the terminal objectives served as evidence of competency attainment.

4.5 Module 5 Family Consultation

4.51 Rationale

Work in human services delivery agencies often includes working with a family unit. The Human Interaction series does not specifically include family counseling in any other course. Its importance to the HRD worker warrants the inclusion of the topic in this course.

4.52 Instructional Objectives

4.521 Terminal Objective

Upon completion of this module students will be able to demonstrate through simulation the use of techniques which would be useful in family consultation. Three techniques must be demonstrated.

4.522 Interim Objectives

Students will be able to:

a) Demonstrate some knowledge of the techniques of psychodrama.

b) Articulate the basic procedures of behavior modification using positive reinforcement.

c) Discuss some other models of family counseling through outside reading and class presentations.

4.53 Description of Instructional Content

4.531 The use of psychodrama as a technique in family counseling

4.532 Social learning strategies in family consultation

4.533 Communication techniques in family consultation (Satir, TA)

4.534 Family consultation vs. family counseling

4.54 Description of Instructional Strategies

A guest instructor skilled in the use of psychodrama conducted a three-hour workshop demonstrating psychodrama as a technique in family counseling.

Films and instructor presentations were used to present other strategies used in family counseling. Students participated in simulations to facilitate skill practice in family counseling.

4.55 Evaluation Process

Successful completion of the terminal objectives were used to determine competency attainment.

4.6 Module 6 The Consultant as Advocate

4.61 Rationale

The consultant is faced at some time with the choice of a role of active support for an issue or nonsupport. Prior discussion of consequences of both behaviors may insure prepared decision-making on the part of the consultant.

4.62 Instructional Objectives

4.621 Terminal Objectives

Upon completion of the module the student will be able to:

a) Indicate a position on the issue of the consultant as advocate.

b) Present a minimum of four reasons for the position.

c) Present three techniques which facilitate or deemphasize the advocacy role.

4.63 Description of Instructional Content

4.631 What is an advocate?
4.632 The consultant as advocate
4.633 Strategies for change

4.64 Description of Instructional Strategies

Students choose sides of the issue and meeting in small

groups prepared support for both sides of the issue. An initial discussion of the concept of advocacy was followed by the class debate on the consultant role and the concept of advocacy.

4.65 Evaluation Process

Students served as evaluators of the debate process and indicated a stance on the issue as required in the terminal objective.

5.0 CONCLUSION

5.1 Evaluation

5.11 Student Performance

Each student received a competency completion form indicating the areas to be covered in the class (Exhibit 3). In addition the terminal objectives were presented and explained. Final grades were determined by the number of objectives completed by each student.

5.12 Program Performance

The Oakland University Department of Education's course evaluation form "Student Perceptions of Teaching-Learning Effectiveness" (Exhibit 4) was used to evaluate course and instructor performance. The overall rating of the course was 4.1. In addition, each student completed an informal evaluation. Some student comments are included in Exhibit 5.

5.2 Summary

The presentation of HI 464 Techniques of Consultation was well accepted by the student population. The intent to provide some opportunity for synthesizing and summarizing experiences was successful as evidenced by many of the final papers. The emphasis on simulations and practice produced excitement and involvement on the part of students.

5.3 Recommendations

Based on student and instructor evaluations the following changes are planned:

a) Less emphasis on communication skills limiting skill practice to one review session.

b) A greater use of outside taped consulting sessions.

c) More emphasis on family counseling. The student group felt a real need for more knowledge in this area.

d) More time for discussion of a personal consulting model.

EXHIBIT 3

HI 464 TECHNIQUES OF CONSULTATION
Competency Completion Form

Name_____

Competency	Evaluation Dates	Completion Dates
1. Client Interview 80% accuracy of problem statement		
2. Observation Skills 75% agreement-process 80% agreement-content		
3. Problem-Solving Model		
4. Principles of Change		
5. Family Counseling Skills		
6. Position on Advocacy		
7. Articulation of Content vs. Process Differences		
8. Case Report		
9. Taped Consulting Session		

EXHIBIT 4

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

Part 1		HIGH				LOW
1.	I felt motivated to perform at a high level in this course	5	4	3	2	1
2.	I did related readings and/or discussed related topics outside of class	5	4	3	2	1
3.	When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments	5	4	3	2	1
4.	When a question comes up in conversation, I can recall relevant information	5	4	3	2	1
5.	I developed increased awareness of ways to confront problems in this field	5	4	3	2	1
6.	In confronting new problems, I can use general ideas or techniques from the course to solve them	5	4	3	2	1
7.	I maintained or increased my interest in the field	5	4	3	2	1
8.	I developed significant understandings or skills in the field	5	4	3	2	1
9.	I became aware of implications and applications of the subject matter in my own life	5	4	3	2	1
10.	I played an active role, rather than a passive one, in mastering the content of this course	5	4	3	2	1

Part II	HIGH				LOW
11. Were the course objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14. Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned?	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

EXHIBIT 5

STUDENT COURSE EVALUATIONS

STUDENT A

Sections of class I felt most important - the tape interview. Also, group problem-solving. Least productive areas for me - family consulting. Additions or deletions or anything else - I would like to see more people to come in and speak.

STUDENT B

I really felt very positive in learning different communication skills and interview skills. I was really glad to learn the basic outline in process consultation. But most of all, I really learned the most in the research paper. Looking back on my values and feelings it really tied things together for me. Also, the actual interview practices for real was the best learning experience. Although I haven't had a lot of the group process in other classes I was bored a bit, and yet it tied things together for me. This course was really great!! I'd love to take it again at a higher level.

STUDENT C

Sections I feel were most important:
Change process, problem solving models, teaching decision making strategies, consultation, family consultation, interview strategies
Least productive areas for me:
Communication skills, interviewing skills - both were repeats for me. I've gone through it a couple of times previously.
Additions or deletions/anything else:
Perhaps more on consultation of different age groups - children, adolescents, family, older people. Simulations of work problems with managerial consulting.

STUDENT D

Most productive: family consulting, reading the book
Least productive: interviewing, force-field
Additions: more on family consulting, more on intervention strategies, more elaboration on labels given to group member roles

STUDENT E

Section of class I felt most important: areas of change, I enjoyed the experience of the birth control discussion. I feel the exercises in this course are just great! Least productive area for me: observation skills - only because we had done this before in HI 363. Additions or deletions or anything else: I would have enjoyed more on the theories of consultation. I feel that I learned a great deal of theory and technique when I did the paper, however I wish we would have done more of it in class. Also, as I stated above, group observation could be deleted.

STUDENT F

Our workshops going over process and content were done well. I also really enjoyed the way our class participated totally together.

We've had a real warm class here. I've noticed a lot of the people have progressed in their growth. I was really glad that you brought in that group of people last week. Sadie and her psychodrama went well. I feel I've fulfilled many of the course objectives outlined and I've applied a lot of the techniques and skills learned here to my job at Social Services on a daily basis. I really didn't have a least productive area. I always left class having some insight into how I could be a better helper or consultant. I really didn't use the textbook. Of course I noticed you didn't either. You brought in some other authors. I'm hoping you'll be getting a better text next time.

STUDENT G

Most important: I felt the area covering communication and interviewing skills to be the most helpful. Having come into the class with little knowledge of these techniques, I feel that I can now at least use some of these to start the conversation rolling. I felt the term paper was also necessary because it allowed me to use some skills that I felt that I learned and express how I would integrate this into a consultation model. Least productive: I guess the observation was not really that necessary since I had done that in your fall class. Additions/deletions: I felt the course objectives were long enough and if one covers them all I feel he or she should leave the class with a better understanding of the role of a consultant.

APPENDIX A.1

COURSE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Course Purpose
- 1.2 Locate Course Within Curriculum

2.0 CONCEPTUALIZE THE COURSE

- 2.1 Identify Course Goals
- 2.2 Describe the Client System

3.0 DESIGN THE COURSE STRUCTURE

- 3.1 Formulate Course Objectives
- 3.2 Describe the Course Content
- 3.3 Present an Overview of the Instructional Strategies
  - 3.31 Describe the Teaching/Learning Activities
  - 3.32 Describe the Instructional Resources
  - 3.33 Describe the Grouping Patterns
  - 3.34 Describe Time/Space Utilization Patterns
- 3.4 Design an Assessment System
  - 3.41 Design a Pre-assessment System
  - 3.42 Design an Interim Assessment System
  - 3.43 Design a Terminal Assessment System

4.0 DESIGN/DEVELOP INSTRUCTIONAL MODULES

5.0 INSTRUCT THE STUDENTS

6.0 EVALUATE PERFORMANCE

- 6.1 Evaluate Student Performance
- 6.2 Evaluate Program Performance

7.0 MODIFY THE COURSE STRUCTURE

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APPENDIX A.2

INSTRUCTIONAL MODULE DEVELOPMENT MODEL

1.0 DEVELOP STATEMENT OF RATIONALE

- 1.1 Define Module Purpose
- 1.2 Locate Module Within Course Structure

2.0 FORMULATE INSTRUCTIONAL OBJECTIVES

- 2.1 Specify the Terminal Objective(s)
- 2.2 Specify the Interim Objectives

3.0 DESCRIBE INSTRUCTIONAL CONTENT

- 3.1 Inventory Learning Tasks & Subject Matter
- 3.2 Determine Student Input Competence
- 3.3 Specify Actual Learning Tasks & Subject Matter
- 3.4 Organize Instructional Content

4.0 DESIGN/DEVELOP THE INSTRUCTIONAL PLAN

- 4.1 Describe Teaching/Learning Activity
- 4.2 Select/Develop Instructional Resources
- 4.3 Describe Grouping Patterns
- 4.4 Describe Time/Space Allocations
- 4.5 Organize for Instruction

5.0 DESIGN/DEVELOP AN ASSESSMENT SYSTEM

- 5.1 Identify the Assessment Variables
- 5.2 Describe the Assessment Strategy
- 5.3 Select/Develop the Assessment Instruments
- 5.4 Specify the Assessment Procedures

6.0 INSTRUCT THE STUDENTS

7.0 EVALUATE PERFORMANCE

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APPENDIX A.3

MODULE 1
The Change Process
Lecture Notes
Simulation Materials

THE PROCESS OF CHANGE

Ours is a world of rapid change - politically and economically, technologically and sociologically. The emergence of new nations, the development of mass media, the advent of nuclear power, the explosion of population, all have contributed to the creation of a constantly changing environment requiring radical changes in the behavior of individuals and in the organization of society.

STIMULI FOR CHANGE

Personal and social aspirations for change emerge from a number of fundamental forces or trends toward innovation in our current collective life.

Creativity: the drive to transcend the established order of things by giving full expression to the self in all its unknown potential, the desire to explore, use and modify the natural environment and its technological derivatives which man has created.

Adjustment: the discovery that our familiar patterns of behavior are no longer appropriate or adequate in a new environment; the need to utilize effectively the changes constantly being created in the environment and its established order.

Improvement: the concern of every man to improve himself, his circumstances, and his general well-being; the process of man's continual comparison of himself with others.

RESISTANCE TO CHANGE

By the same token individuals and groups tend also to resist change in their behavior and in their organization.

Fear of Unknowns: the feeling that only the status quo, the known, is safe, stable, secure, and certain; a feeling often justified by the absence of skill, experience, or the capacity for action necessary to carry through the proposed change.

Existing Satisfactions: the reluctance to give up familiar types of satisfactions or vested interests in the status quo whereby any change would apparently mean a personal loss.

Conflict of Interests: the experience of competing demands arising from involvement in other groups and relationships external to the situation

in which change is proposed, as well as any threat to the present traditions, standards, and values of a person or a group.

SYSTEMS INVOLVING CHANGE

There are four main dynamic systems toward which efforts for change may be directed, each with its own unique pattern of process and structure.

Individual: each individual personality is a dynamic system in itself of conflicting drives and forces being constantly confronted with the challenge of change in order to meet new conditions.

Group: small face-to-face groups such as committees, staffs, clubs, teams, families, constitute a unique arena for change since in them both interpersonal difficulties between individuals and problems of interaction with the larger social environment can be more easily identified and change more effectively initiated.

Organization: the larger social systems which together comprise the community, such as educational institutions, business establishments, government agencies, religious associations, and political parties, are of necessity sensitive to the need for internal efficiency and external good will, and therefore must be prepared to consider any change that promises improvement or prevents disruption.

Community: the whole complex of interacting subparts, individuals, groups, and organizations, produces a network of stresses and strains that results in a variety of stabilized structures and processes which the community as a single system can do little to change.

FACTORS AFFECTING CHANGE

All dynamic systems are in a continuous process of change, adaptation, adjustment, reorganization, arising from difficulties in both their internal and external relationships. Diagnosis may point to one or another of the following factors as the source of difficulty.

Distribution of Power: power within the system may be too highly concentrated or too diffuse, exerted in harmful or ineffective ways.

Mobilization of Energy: energy may be misdirected into irrelevant activities or destructive modes of behavior.

Patterns of Communication: communication between subparts of the system may be inadequate due to defensive responses, distorted perceptions, mutual antagonism, or mere ignorance.

Correspondence with Reality: the system may introduce a bias into its perceptions of reality, isolate itself from surrounding systems, or misinterpret communications received from its environment.

Goals for Action: the values or attitudes and consequent goals of the system may be at variance with its own best interests.

Relevant Resources: the system may not have the needed skills, knowledge or materials to solve the problems and take the action necessary in meeting effectively the challenges and opportunities of a changing environment.

TYPES OF CHANGE

Change may be initiated as a deliberately planned attempt to alter a situation. The effort to innovate usually involves one or more types of changes in the relationships and functions of the system.

Structure: when the formal arrangement of persons, responsibilities, and functions is found to be inadequate, a new structure of organization may be devised to change the relationship of persons so that the task can be done more effectively and efficiently.

Technology: when the productivity of a system needs to be improved, technological changes may be introduced to gain efficiency.

Behavior: when structural or technological changes are introduced, the persons involved must be given opportunity to develop new ways of behaving in relationships with others and new skills relative to their new responsibilities.

Attitude: when behavioral changes are required, persons must be given opportunity also to change the assumptions and values which guide their behavior and condition their attitudes toward change.

PHASES OF PLANNED CHANGE

Kurt Lewin in his pioneering analysis of the process of change identified three aspects of the change process: (1) unfreezing the system at its present level, (2) moving to the new level, and (3) freezing on the new level. Studies of change have since identified the following seven phases in the process of planned change - phases which do not necessarily progress in an orderly developmental sequence.

1. Development of a Need for Change
   Before a process of planned change can begin, the difficulties confronting a system must be translated into actual problem awareness, into both a desire to change and a desire to seek help from outside the system, i.e. from a change agent. The need for change may be initiated by a change agent who discovers a difficulty in a potential client system and takes steps to stimulate awareness, by a third party who brings agent and system together, or by a subpart of the system itself.

   - Steps
     awareness of the system's difficulties
     desire for change on the part of the system
     desire for help from outside the system

   - Problems
     different degrees of problem awareness within the system
     motivation of vested interests to reject problem awareness
     communication blockages which inhibit spread of awareness
     resistance to or inaccessibility of outside help

2. Establishment of a Change Relationship
Once the desire for change and for help has been established, a working relationship must be developed between the client system and the working agent. So many unknowns exist at this point that neither part can be sure the relationship will progress satisfactorily. Thus the success of the entire change process impinges to a great degree on the quality of the relationship.

- Steps
assessment of the client's motivations and resources to use help
assessment of the agent's motivations and resources to give help
establishment of mutual expectations for the change relationship

- Problems
client system's initial impression of the change agent
kind and degree of effort required of the client
empathetic and neutral posture of the change agent
change agent's understanding of the client's difficulty

3. Diagnosis of the Problem
The process of working toward change actually gets underway with the task of clarifying and diagnosing the nature of the difficulty. Since the extent and implications of the problem as originally understood will in all likelihood change, this phase is a trying period for both parties.

- Steps
collection and analysis of data relevant to the problem
collaboration between client and agent in further diagnosis

- Problems
changing interpretations of the problem
defensive reaction of threatened vested interests
inaction emerging from a sense of defeat in the client system
over-dependency of the client on the agent
hostile rejection of diagnostic interpretations

4. Establishment of Goals for Action
At this stage the diagnostic interpretations of the problem are translated into a definite intention to change by the examination of alternative solutions and possible means of action.

- Steps
assessment of alternative possibilities for action
identification of possible leverage points
decision and emotional commitment to act
development of a procedural plan

- Problems
resistance to actually giving up certain present satisfactions
anxiety over possible awkwardness or failure in attempting change
need for opportunity to explore and test consequence of change

5. Transformation of Intentions into Actual Change Efforts
The success of any change effort is measured by the way in which plans

and intentions are transformed into actual achievements.

- Steps
  inauguaration of action
  examination of results
  decision to continue, modify, or abandon the plan for change

- Problems
  eliciting support when and as needed from the change agent
  securing acceptance of change efforts from subparts of the system
  obtaining adequate feedback on the consequences of the effort

6. Generalization and Stabilization of Change
   A critical factor in any process of change is the degree to which an accomplished change will remain a stable and permanent characteristic of the system.

   - Steps
     institutionalization of the change within the system
     maintenance of the change by structural and procedural changes

   - Problems
     spread of change to outside system or subparts of the system
     confirmation of positive results from objective data

7. Achievement of a Terminal Relationship
   The final phase of planned change is that of ending the relationship of the client and the agent. It should be noted that this termination can come as early as the end of the third phase.

   - Steps
     assessment of client's ability and readiness to maintain the change
     development of a substitute for the agent within the client system
     redefinition of the agent's role as an occasional consultant

   - Problem
     dependence of client on agent for support and guidance
     unforeseen conflicts resulting from the change
     ability of the client to solve new and different problems

ROLE OF THE CHANGE AGENT

Persons who initiate change or give some degree of direction on the forces involved in an anticipated change are referred to as "change agents." Examples of professional change agents are: with individuals, the clinical psychologist; with groups, the social worker; with organizations, the management consultant; with communities, the adult educator. The main dimensions of the change agent's role include:

- Diagnostic Clarification of the Problem
  what is the situation in which a difficulty exists?
  what is the nature of the difficulty?
  how did it begin?
  what is maintaining it?

- Assessing the Client System's Motivation and Capacity for Change
  what are the client's reasons for wanting change?
  how ready is the client system to enter a helping relationship?
  what are the forces for and against change?

- Assessing the Change Agent's Motivation and Resources to Help
  what rewards does the change agent seek from the relationship?
  how acceptable are the agent's motives to the client system?
  what effect will the agent's needs have on his ability to help?
  what support is available to the change agent?
  what is the agent's particular competence to help?

- Selecting Appropriate Change Objectives
  how explicit can the objectives and change be?
  what is the most accessible starting or leverage point?
  what is the most effective sequence of steps?
  with whom should the change agent begin to work?
  who should be drawn into the change process?
  what is the linkage between leverage point and other subparts?

- Choosing the Appropriate Helping Role
  mediating and stimulating new connections within the system
  presenting expert knowledge on procedures
  providing strength from within the system
  creating special environments to facilitate learning
  giving support during the process of change

- Establishing and Maintaining Relationship with the Client System
  developing a positive attitude or willing cooperation
  clarifying expectations about the change relationship
  regulating the intensity and quality of the relationship

- Guiding the Phases of Planned Change
  recognizing the development of the change process
  recognizing the emotional tone of each phase

- Choosing Appropriate Techniques
  establishing criterion for making contributions
  deciding upon the most appropriate means of help

Lippitt, Ronald, Joanne Watson and Bruce Westley, The Dynamics of Planned Change (New York: Harcourt, Brace and Company, 1958)

APPENDIX A.4

MODULE 2
Helping Skills
Lecture Notes
Observation Forms

I. ATTENDING SKILLS

A. Attending behavior

1. Eye contact
2. Easy body posture
3. Verbal following

B. Open invitation to talk

Open comments provide room for information and exploration. How and why rather than what and where questions.

Questions are designed to help the client clarify his own problem.

How have things been going?
Can you give me an example of what you mean?

C. Minimal encouragement to talk

Reinforcers - head nods, gestures, body postures

II. LISTENING SKILLS

A. Reflection and summarization of content

B. Reflection and summarization of feeling

I am with you - I can see the world as you see it.

1. Reflection of feeling
2. Timing of summarization

Assumes being able to express feelings

3. Paraphrasing - restatement in consultant's words client's feelings.

LAB SESSION

The Helping Interview

1. Determining the problem
2. Making the client comfortable

A. Write down 3 problems you would like to consult about

1) personal 2) work 3) case at work

B. Each person serves as consultant, consultee, observer

1) presents problem
2) Consultant writes down problem as he sees it at the end of the interview
3) Observer turns form over to consultant

Second time after discuss (Round II)

1. Problem specification chart
2. Second observation form

OBSERVATION SKILLS

1. Content observation
2. Process observation

Role play - A group of 10 people who have to decide whether to support legislation. This body carries great influence in the community.

1. High school principal
2. Mother of 3 - 2 teen age daughters
3. 2 local business people, drug store, flower shop
4. 2 students
5. Catholic priest
6. Welfare worker
7. School psychologist
8. School nurse

1. Discuss role play with partner
2. Look at process on content
3. Keep written record
4. Be prepared to report to the group

ISSUE: Birth control information and devices should be available to any person over the age of 14 upon request.

EFFECTIVE GROUP PROCESS INTERVENTIONS

Dyer, Wayne and Vriend, John. Counseling Effectively in Groups

Ten times for intervention

1. A group member speaks for everyone
   We think we should
   *I = Is there anyone who disagrees with this position?

2. An individual speaks for another individual within the group (B speaks for A)

   1) B suggests A is not a good communicator
   2) B wants to slow down the interaction
   *I = Did you want to be rescued? How can you help A make herself more understood?

3. A group member focuses on persons, conditions or events outside the group.

   *I = What can you do to improve yourself?

4. Someone seeks the approval of the counselor or a group member before and after speaking.

   *I = Why is it important that others share your opinion?

5. Someone says "I don't want to hurt his feelings, so I won't say it."

   1) He's so weak he'll collapse
   2) Self-doubt
   *I = Which of these two are you influenced by?

6. A group member suggests that his problems are due to someone else.

   *I = Who is really in charge of you? Why should someone else change for you?

7. An individual suggests that"I've always been that way."

   *I = Are you saying everyone has areas over which he has no control?

8. An individual suggests "I'll wait, and it will change."

   1) Inertia does not eliminate self-destructive behaviors.

9. Discrepant behavior appears

   a. what a member is saying and what he said earlier
   b. what a member is saying and what she is doing
   c. verbal and nonverbal behavior

10. A member bores the group by rambling.

    *I = To another member "Mary, repeat what Duane just said."

Other techniques for long speakers

1. When you ask a question, let your eyes meet the eyes of the more silent members.
2. Ask each person to make only one point per speech.
3. Have one person keep a count of frequency of participation and report.
4. Cut in with "How do the rest of you feel about this?"
5. In private ask frequent speakers to help you get the silent ones to talk.
6. If a member asks for your opinion turn to the group for their comments.
7. Restate briefly what has been said at length.

PROCESS OBSERVATION SHEET

1. Do members seem to know and accept the group's goals?
2. What was done that aided or interfered with their achieving their goals?
3. Who participated in the discussion?
4. What was the nature of each one's contributions?
5. Who actually made the decisions?
6. How did the group deal with controversial issues?
7. How did members deal with personal conflict between members?
8. Who helped resolve conflict?
9. How was it resolved?
10. What did the group expect from its designated leader?
11. What other leader roles emerged?
12. What purpose did each serve?
13. Who was assigned special responsibility for the study of group process?
14. How did members seem to react to these specialists' contributions?
15. How did members seem to feel about what was being accomplished?
16. How did they seem to feel toward each other?
17. What needs to be done to improve the efficiency of this group?

DISCUSSION ROLES

Date _____ Group _____

Time _____ Observer _____

	ROLES	PARTICIPANTS
TASK ROLES	1. Initiator	
	2. Information seeker	
	3. Information giver	
	4. Opinion seeker	
	5. Opinion giver	
	6. Coordinator	
	7. Orienter	
	8. Energizer	
	9. Procedural developer	
	10. Recorder	
MAINTENANCE	11. Supporter	
	12. Harmonizer	
	13. Tension reliever	
	14. Gatekeeper	
SELF-CENTERED	15. Blocker	
	16. Aggressor	
	17. Recognition seeker	
	18. Confessor	
	19. Playboy	
	20. Dominator	
	21. Special interest pleader	

HI 464
TECHNIQUES OF CONSULTATION
OBSERVATION FORM

Interviewing Skills

I. Attending Behaviors

1. Eye contact:
2. Body posture:
3. Verbal following:

II. Open invitation to talk
How and why/what and where

III. Minimal encouragement to talk

IV. Listening Skills

1. Reflection

2. Summarization

3. Paraphrasing (understanding)

4. Probing responses

V. Statement of the Problem

APPENDIX A.5

MODULE 3
Problem Solving and Decision Making
Lecture Notes
Problem Solving Models

TYPES OF CHANGE

Change may be initiated as a deliberately planned attempt to alter a situation. The effort to innovate usually involves one or more types of changes in the relationships and functions of the system.

Structure: when the formal arrangement of persons, responsibilities, and functions is found to be inadequate, a new structure of organization may be devised to change the relationship of persons so that the task can be done more effectively and efficiently.

Technology: when the productivity of a system needs to be improved, technological changes may be introduced to gain efficiency.

Behavior: when structural or technological changes are introduced, the persons involved must be given opportunity to develop new ways of behaving in relationships with others and new skills relative to their new responsibilities.

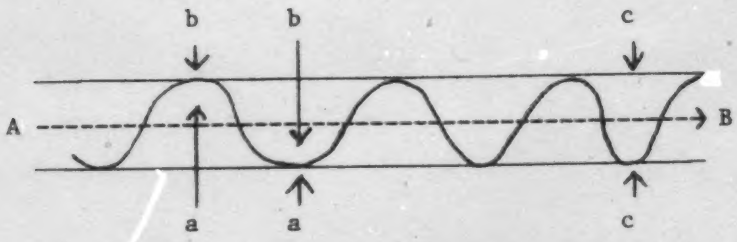
Attitude: when behavioral changes are required, persons must be given opportunity also to change the assumptions and values which guide their behavior and condition their attitudes toward change.

ANALYSIS OF CHANGE

Any situation can be considered as a dynamic balance of forces working in opposite directions. Until some imbalance in these forces is created to upset this equilibrium, no change in the situation will take place.

Equilibrium: Kurt Lewin called this dynamic balance a quasi-stationary equilibrium. Thus only at a distance does a situation (a parish, community, family, person) look as if it were moving along without any stress or strain.

Forces: A closer look reveals the apparently stable situation to be seething with activity, with any forces to change encountering an equal number of opposing forces which resist change. The resultant of the total forces, for and against change, is the equilibrium at a well defined level - a delicate balance of activity that produces a quasi-stationary situation. The several forces may differ in strength; but opposite forces are equal, since every force generates its own opposite force and since to every action there is a reaction.



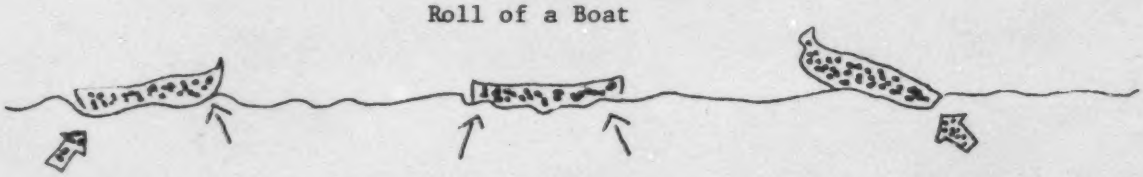
Driving Forces: One set of forces moves the situation in the direction of an anticipated change ("a").

Restraining Forces: One set of forces restrains the situation from moving in the direction of an anticipated change ("b").

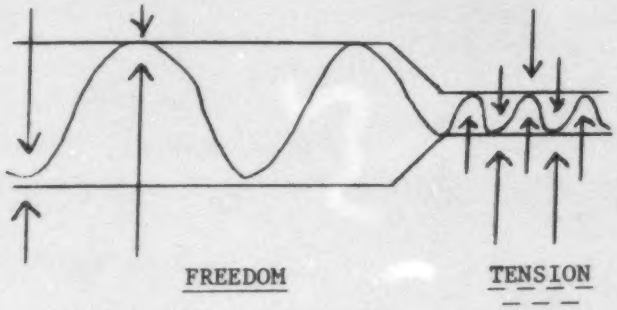
Residual Forces: Some forces which are present but latent do not operate or appear until a strong turn in one direction or the other releases them ("c").

Standards: Within any dynamic system there emerge certain standards or norms which govern the conduct of the system and set boundaries to the freedom of movement or behavior within the system. The more an individual or subpart of the system deviates from a particular standard, the more pressure is brought for conformity. Standards are thus stabilizing factors and always emerge as forces resisting change, just as the stabilizing forces become increasingly evident as the angle of a boat roll increases.

Roll of a Boat

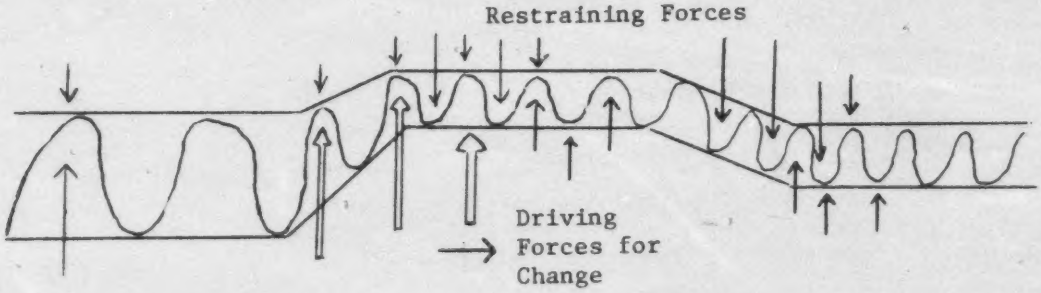


Tensions: The upper and lower limits of fluctuation in a force field represent the limits of freedom within a dynamic system. The greater the degree of freedom (of fluctuation in the force field), the more effectively can additional forces be absorbed. So also an accumulation of forces increases the tension and reduces the freedom with which members of the system can function. Similarly an extended spring can reduce the effect of any force upon an automobile; an accumulation of forces causes the automobile spring to compress, shocks are sharply felt and may be destructive.

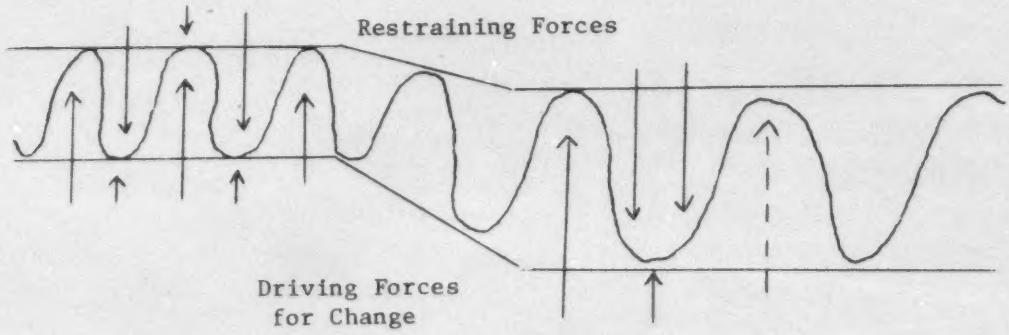


Analysis: A Force Field Analysis is a useful diagnostic tool in the planning of change. A given situation may be analyzed by assessing the various forces - their type, direction, strength, source and modifiability. In so doing, it should be remembered that a particular force does not necessarily represent a particular person, that one person may be associated with several different forces and that a force is the result of an attitude or action. Thus, opposing forces express not merely differences of opinion among persons, but also the indecisions and tensions within and between individuals.

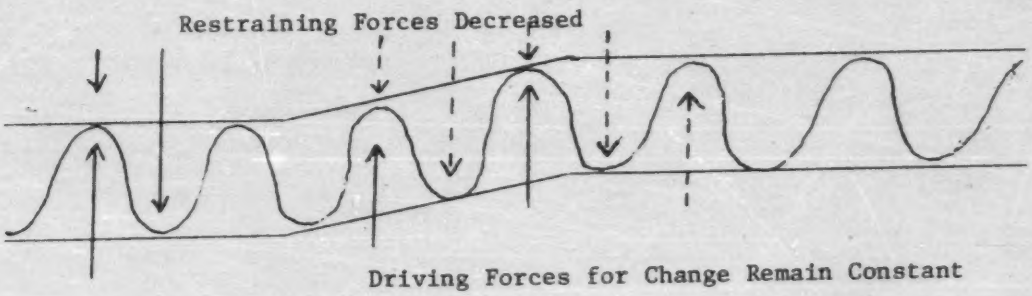
Increasing the Driving Forces: Change might be brought about by increasing the number and strength of the driving forces. Two risks are involved. The amount of tension is increased, thereby limiting the freedom of individuals in the system. Such may be necessary in a static situation; but it may also produce destructive aggressiveness, emotionality, ineffectiveness. Unless the number and strength of the driving forces is maintained, the old situation may gradually return and the change be undone with a high degree of tension still remaining.



Decreasing the Driving Forces: Change might be brought about by decreasing the strength and number of driving forces, or by converting them from driving to restraining forces. The immediate effect is to reverse the direction of change. Also affected may be the degree of tension, the degree and rate of change. Such a strategy may prove effective, however, in certain situations - particularly in order to reduce tension--even though it immediately biases the situation to some degree against the desired change.



Decreasing the Restraining Forces: Change might be brought about by decreasing the strength and number of restraining forces. Such a reduction can usually be best accomplished through increased participation in problem-solving and decision-making processes by the persons who are affected by the change effort. Reduction of tension (by changing standards) thus becomes the first priority so that persons involved are free to express their feelings about an anticipated change and their reasons for resisting the change, as well as being enabled actually to influence the direction, degree, momentum, and stability of change. So also group standards, as restraining forces, being always against change, will tend to maintain the new standard and stabilize the change rather than resist as before. The net effect of decreasing the restraining forces is an increase in the relative strength of the driving forces and therefore in the rate of change. Two risks are involved. Tension may be reduced to a static state, thereby decreasing the effectiveness of the dynamic system. Some of the driving forces may lapse into residual forces, thereby decreasing the total strength of the forces for change and the consequent degree and momentum of change.



RESPONSE TO RESISTANCE

Since every force calls into being a counter-force, resistance in some degree is to be expected whenever change is planned. Such resistance can serve a number of useful functions - by disclosing inadequate communication, problem-solving, and decision-making processes; by forcing a clarification of the purpose for change, a re-examination of the possible consequences, and a revision of plans.

Ineffective Responses to Resistance: Some of the common but usually ineffective reactions to opposition include:

defense: reacting to resistance as a personal attack by responding with self-justification.

persuasion: attempting to argue persons out of their resistance by responding with information or ideas to expressions of feeling.

advice: avoiding the expression of feeling in the development of a rational analysis of the problems being encountered by the subtle transfer of feelings to the other person.

censor: meeting opposition by the expression of an attitude of disapproval.

control: seeking to gain enough power or influence to force the change by controlling the opposition.

punishment: bringing the opposition into line by withholding rewards, attacking motives, or even eliminating its source.

Appropriate Responses to Resistance: since resistance exists, it can serve most creatively when allowed full expression through:

concensus: problem-solving and decision-making processes which involve everyone affected by the change.

freedom: standards that create a relaxed atmosphere of trust and acceptance.

analysis: the accurate assessment and interpretation of the forces at work in the situation for which change is anticipated.

FORCE-FIELD ANALYSIS INVENTORY

PART *I. Problem Specification*

Think about a problem that is significant in your "back-home" situations. Respond to each item as fully as necessary for another participant to understand the problem.

1. I understand the problem specifically to be that...

2. The following people with whom I must deal are involved in the problem:

   Their roles in this problem are...

   They relate to me in the following manner:

3. I consider these other factors to be relevant to the problem:

4. I would choose the following aspect of the problem to be changed if it were in my power to do so (choose only one aspect):

PART *II. Problem Analysis*

5. If I consider the present status of the problem as a temporary balance of opposing forces, the following would be on my list of forces, *driving* toward change: (Fill in the spaces to the right of the letters. Leave spaces to the left blank.)

_____ a. _____

_____ b. _____

_____ c. _____

_____ d. _____

_____ e. _____

_____ f. _____

_____ g. _____

_____ h. _____

6. The following would be on my list of forces *restraining* change:

_____ a. _____

_____ b. _____

_____ c. _____

_____ d. _____

_____ e. _____

_____ f. _____

_____ g. _____

_____ h. _____

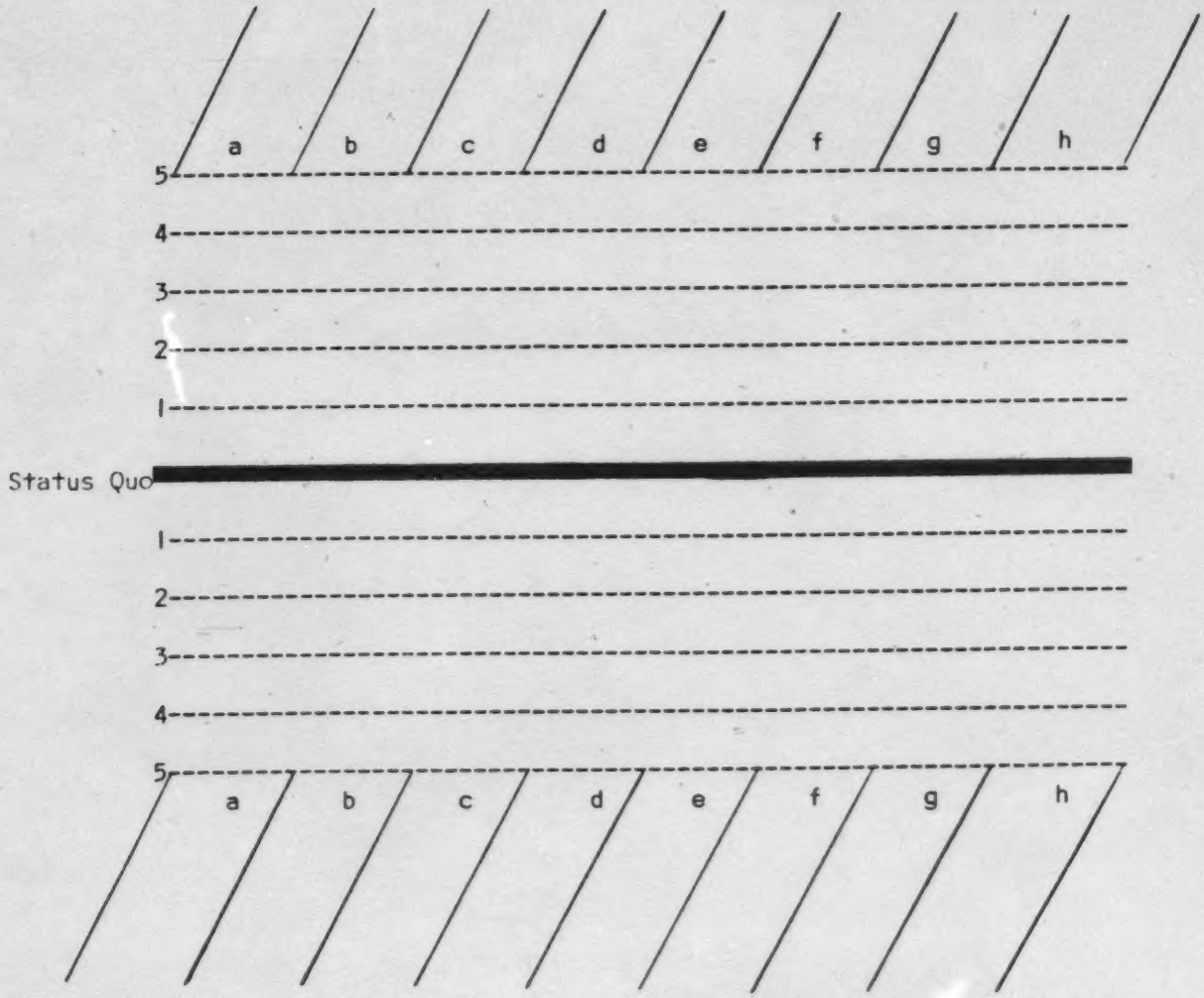
7. In the spaces to the left of the letters in item 5, rate the driving forces from 1 to 5.

1. It has *almost nothing* to do with the drive toward change in the problem.
2. It has *relatively little* to do with the drive toward change in the problem.
3. It is of *moderate importance* in the drive toward change in the problem.
4. It is an *important factor* in the drive toward change in the problem.
5. It is a *major factor* in the drive toward change in the problem.

8. In the spaces to the left of the letters in item 6, rate the forces restraining change, using the number scale in item 7.

9. In the following chart, diagram the forces driving toward change and restraining change that you rated in items 7 and 8: First write several key words to identify each of the forces driving toward change (a through h) then repeat the process for forces restraining change. Then draw an arrow from the corresponding degree of force to the status quo line. For example, if you considered the first on your list of forces (letter a) in item 5 to be rated a 3, draw your arrow from the 3 line in the "a" column indicating drive up to the status quo line.

RESTRAINING FORCES



Driving Forces

PART *III.* *Change Strategy*

10. Select two or more restraining forces from your diagram and then outline a strategy for reducing their potency.

11. Apply the following goal-setting criteria (the SPIRO model) to your change strategy:

S-Specificity: Exactly what are you trying to accomplish?

P-Performance: What behavior is implied?

I-Involvement: Who is going to do it?

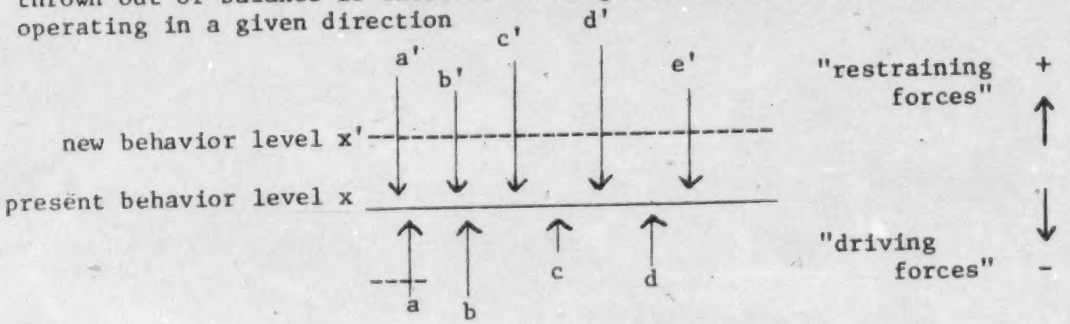
R-Realism: Can it be done?

O-Observability: Can others see the behavior?

THE FORCE-FIELD ANALOGY AS A DIAGNOSTIC FOR PLANNING CHANGE

The Concept:

Kurt Lewin's force-field concept viewed behavior (or attitudes) at a given moment not as a static "thing," but as the resultant of a number of opposing or conflicting forces--in other words, as a dynamic equilibrium which is thrown out of balance if there is a change in the kind of strength of forces operating in a given direction



When an imbalance is created, movement or change tends to occur until the forces are re-equilibrated. For instance, in the above diagram, if (a) were increased, behavior might shift to x' before the forces restraining it became strong enough to effect a new equilibrium.

Two Change Strategies:

(a) Increase driving forces in desired direction.
(b) Remove restraining forces that hold back desired movement.

"(a)" is often more amenable to our control, and therefore is tempting; its drawback is that it also increases the total of opposing forces in the system, and therefore tends to increase tension, instability, and brittleness. Long-range goals are better met usually by removing restraining forces.

Uses of the Force-Field:

- Helps to identify forces, assess strengths
- Helps in picking restraining forces to work on
- May uncover hidden allies, positive forces that were not recognized
- May lead toward understanding a situation before trying to change it--clarify what we know but don't recognize

Issues in Using It:

- Who participates--where does the information come from?
- What kinds of forces--people vs. things as sources of forces?
- Values--how do positive and negative directions get chosen?

STEPS IN PROBLEM-SOLVING

1. Defining the Problem

   A. Obtaining clarity and understanding
   B. Being as specific as possible
   C. Reaching agreement that the problem being defined is really the problem

2. Gathering Information

   A. Providing incidents or cases that exemplify the problem
   B. Discussing issues and concerns that are related to the problem

3. Diagnosing and Analyzing the Causes

   A. Stating goal or objective for change
   B. Performing a force field analysis
   C. Selecting force(s) for modification

4. Proposing Solutions

   A. "Brainstorming" or
   B. Making list of as many alternative solutions as possible

5. Discussing Solutions

   A. Evaluating the merits of each alternative solution
   B. Ranking alternative solutions from best to poorest

6. Deciding on a Solution or a Series of Solutions

   A. Choosing a solution which seems feasible, i.e., has potential for success
   B. Choosing a solution which we can actually implement, not someone else

7. Planning Action Steps

   A. Listing detailed steps for implementing solutions(s)
   B. Planning specific steps that we as individuals can take

* 8. Evaluating our way of Working with one Another During the Problem-Solving Process

   A. Expressing our feelings and opinions about the way we are working (or will work) together
   B. Planning ways in which we can improve our working relationships

* Although Steps 1-7 are sequential, Step 8 should be implemented concurrently throughout the process.

PROBLEM-SOLVING

1. State the problem

   1) define and analyze
   2) state your reason for involvement

2. Gather behavior examples

   1) what person does
   2) reactions of other involved people
   3) person's response to reaction

3. Collect supplemental information

   construct a developmental and social history

4. Make a tentative hypothesis

5. Clearly state goals of behavior change

6. Formulate and implement the learning strategy

   specific and thorough

PROBLEM-SOLVING GUIDE

Problem-Solving Steps	Critical Member Roles	Blocks	Possible Methods
Problem Definition Goal Setting	Clarification Summarizing	Ambiguity Over-generality	Problem Census Buzz Group
Problem Diagnosis	Testing	Over-rigorous definition	Helping Trios/ Quartets Problem Stating Force Field Analysis
Idea Production	Informing Giving ideas	Too early evaluation Mixing testing with idea forming Status threat Size of group	Brainstorming Buzz Groups
Evaluation of Alternatives	Reality testing Searching resources Clarification Summarizing Harmonizing	Lack of experience Too hasty decision Straw voting Attaching ideas to persons	Decision Group Staff meeting Helping Trios/ Quartets Role playing Reality practice Force Field Analysis
Decision Making Deciding on solution	Summarizing Developing criteria for decision making Testing for consensus	Voting Polarizing Failure to take conditional try Mixing policy & action groups	Consensus getting Voting
Planning how to carry it out	Initiating	Failure to pin down responsibility	Team Planning Committees
Acting	Informing	Lack of involvement Lack of specification of mechanics	Work groups

DECISION-MAKING AND INFLUENCE

A. Ways of Making Decisions

1. Drift

No decision made; if individual proposes a course of action it is not picked up, resolved, or built upon by him or other member of the group.

2. Leader-Made

Authorized leader makes the decisions; the amount of discussion of issues being determined by his judgement of what is appropriate.

3. Self-authorized

An opinion or proposal is expressed by a member who then acts as if it were accepted by others, without having tested for reactions or considered alternatives.

4. Handclasp

An individual expresses opinion or proposal, obtains concurrence of one or two others, then acts as if agreement were reached without testing and without considering alternatives.

5. "Human Relations"

Individuals support opinions or proposals by others in order to seek whatever type of solutions result in a minimum of conflict and disruption of member relations.

6. Minority

A minority formulates a proposal or course of action, pushes it through, then acts as if agreement were reached by the entire group.

7. Majority

One or more proposals are formulated, effort is made to obtain members' opinions and to formulate a variety of proposals, through discussion effort is made to get members to change their opinions, then a vote is taken and majority opinion accepted as decision.

8. Consensus

An effort is made to produce as many alternative proposals as possible. The consequences of each are explored, opinions and concerns of members sought, then an effort is made to formulate a single proposal which as fully as possible takes into account all relevant information about a problem as well as the concerns and needs of all members.

APPENDIX A.6

MODULE 4
The Consultation Process
Lecture Notes
Simulation Materials

Lecturette for Consultation

Basic Theory & Rationale

Consultation - That type of professional interaction in which the consultant accepts no direct responsibility for implementing remedial action and in which professional responsibility for the client remains with the consultee.

Basic Characteristics

1. The consultant has no administrative responsibility for the consultee's work.

2. The consultee is under no obligation to accept the ideas.

3. The basic relationship is coordinate: two equals exchanging ideas.

4. The consultant must have expert knowledge in the area of consultation.

5. Consultation is usually a series of short interviews.

6. Consultation doesn't focus on the private problems of the consultee.

Purchase vs. Process Consultation

Purchase - company or committee hires someone to come in and fill a need defined by the purchaser.

Process - the consultant comes in without a clear goal to help the client assess need, joint diagnosis is a major key.

* If the organization solves its own problem they will stay solved longer. The consultant has a role in teaching diagnostic and problem-solving skills but he will not work on a concrete problem himself.

Another way of stating these two options:

1. Client-centered consultation

vs.

2. Consultee-centered consultation

Instructions to Work Groups

This is an exercise in diagnosing a staff problem and developing an approach to improving staff conditions.

Each member of your work group has been given a copy of the sketch, "Mr. Johnson's Staff," which contains information about Mr. Johnson and some of his staff members. This and the description of events as given in the sketch provide the data for your group's deliberations.

Assume that Mr. Johnson knows that one or all of you are interested in consultation and that he has enough trust to have come to one of you to ask your advice. Your group is now given the task of diagnosing this situation and planning an approach to helping improve the staff conditions.

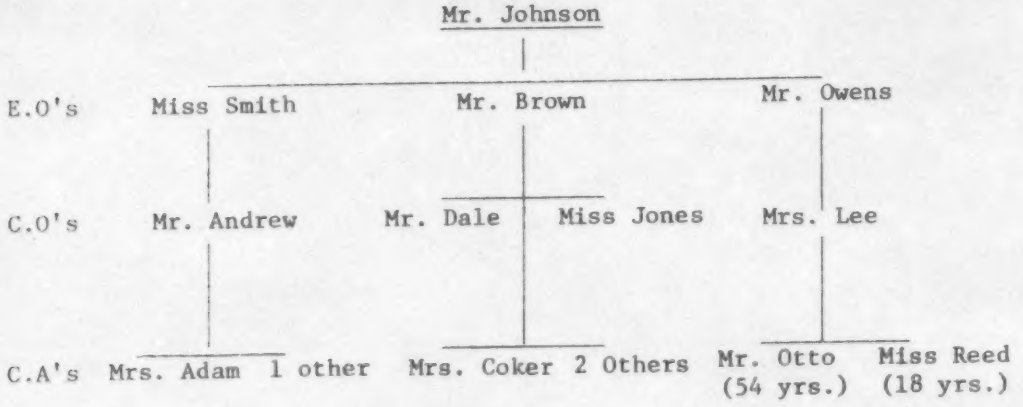
Your work group will have the amount of time indicated by the trainer to discuss the situation, after which it will be asked to make a report. You may analyze the problem in whatever manner seems most appropriate, identify whatever additional information you wish to obtain, and plan whatever steps you think desirable.

MR. JOHNSON'S STAFF

Mr. Johnson, Higher Executive Officer in the Ministry of Local Government, sighs as he awakes on Monday morning to face another week at the office. It has been this way since he was transferred six months ago to take charge of the Accounting and General Division in the Ministry. First, when he was told he was to take over the post and be directly responsible to an Assistant Secretary, he felt the assignment would keep him happy until his retirement. Now he wonders how he will survive the three years which remain.

The work itself does not bother Mr. Johnson. He knows what needs to be done, for he has had a long career in the Service. Mr. Johnson joined it in 1928 as a third-class clerk in the Revenue Department. Then he served in Customs and Exise and the Department of Agriculture for many years before being posted to local government. Throughout the years Mr. Johnson was always willing to give a good day's work and he rose slowly and steadily. Shortly before taking over the section for which he is now responsible, he was promoted to the rank of Higher Executive Officer. Influenced by the strict discipline of his earlier years, Mr. Johnson has always expected thorough performance from his staff and the respect due to his position. The easy ways and the back-slapping familiarity adopted by some of his colleagues, are to his mind, unbefitting a civil servant.

As he goes home on Monday, Mr. Johnson cannot rid himself of the picture of his section. Looking down from the top of the pyramid, he reviews the situation again.



Mr. Johnson's thoughts turn first to Mr. Owens. Ah! If only all the Executive Officers were like Mr. Owens. Mr. Johnson doubts that he has seen Mr. Owens more than a half-dozen times since he took over his post. Mr. Owens always refers carefully prepared cases to him and these are approved and returned via the Out-Tray. There are never any difficulties, for Owens follows the regulations like clockwork. How different it is with the other Executive Officers. Despite Mr. Johnson's hints that he is see ing too much of them, one or the other is always coming to him through the connecting door. He is beginning to think that a cabinet across this door might be the answer.

Mr. Johnson's thoughts dwell on Miss Smith, the lady Executive Officer who is always seeking his advice about cases. On reflection, he feels a little sorry that he has been so cutting with her; his attitude has not stopped her from troubling him and he must confess that when she enters the room his thoughts are wrenched away from the files. Miss Smith is a tall, rather beautiful women and dresses so well that she always looks elegant. "Enters" is definitely the word; Miss Smith does not just walk in. But she does interrupt and take too much of his time.

The trouble with Mr. Brown, on the other hand, is not with cases, but with staff. He is always coming in with discipline problems. In principle, Mr. Johnson, agrees with Mr. Brown's view on discipline, but he sometimes wishes Mr. Brown would handle them himself. Brown, is an odd person, rather tall and slim, precise in manner, meticulous in dress.

Mr. Johnson arrives at the office at eight o'clock regularly and he always finds Mr. Owens and Mr. Brown already there. He suspects Miss Smith is still home having breakfast, for she comes in as much as half an hour late. She recently made the comment that she is feeling the strain of the nine months she has been with the section. She speaks nostalgically of her former job with the Ministry of Trade and Industry. There she dealt with trade and marketing problems and she apparently found this work interesting, for she has said the colleagues were quite stimulating and that she misses the intellectual conversations which broke the day's monotony. The down-to-earth routine of correspondence and accounting procedures seems to bore her. One cannot say, however, that she has not made an effort to interest herself in her work.

Miss Smith's predecessor had been posted away before she arrived. She therefore got a slow start and seemed to feel that she would never find her way around the section. Mr. Johnson knows that she is worried that if Mr. Andrew's promotion comes through she will be completely lost. Of course, Mr. Johnson, he has himself given her the answers when she really needed them. But he does not like to encourage her to ask him too often. For he thinks she already interrupts him too much. Also, for some reason she seems to be reluctant to consult Mr. Brown or Mr. Owens. There must be some feelings among these three, but he has no idea why. Mr. Johnson has noticed that Miss Smith does not seem to worry about discipline and there seem to be fewer problems of that sort in her section, perhaps because she has a better staff. Mr. Johnson has observed too that though her staff is there before Miss Smith arrives, she is always in the office after they have gone.

Mr. Brown has been at his post for many years. He told Mr. Johnson when he came that he has never worried who the Executive Officer was for as far as the work is concerned, he knows all the answers because of his long experiences. Mr. Brown said also that he is pleased to have a new boss who is prepared to back him in dealing with his staff. Mr. Brown insists upon timekeeping, speed and in the case of record keeping by Clerical Assistants, neatness. He marks ruthlessly on this point in his annual reports and he rebukes day to day lapses severely.

Mr. Johnson's reflections come back again to Mr. Owens, whom he has not

seen during the day. This was not unusual, however, since there are many days he has no contact with Mr. Owens, he wonders momentarily how Mr. Owens came out with the doctor. The man came in early on Saturday morning to say he had an appointment for an examination. Well, if Mr. Johnson does not see him by Wednesday, he should perhaps call to find out how things are.

Mr. Johnson does not know that the doctor had asked Mr. and Mrs. Owens to come back for further consultation on Monday. An hour before Mr. Johnson leaves the office on Monday, the doctor is saying to Mrs. Owens that her husband is obviously suffering from severe strain caused by overwork and worry and that he will have to be kept from the office on sick leave for at least six weeks. Mrs. Owens replies, "I am not surprised. He has been working extremely hard at the office for the past six months and he has been bringing home work every evening. I have tried to persuade him to take it easier, but he says that since the new accounting system came into force his section has been terribly busy. His new boss is such a severe man. I believe that my husband is afraid of him. You know Mr. Owens has always been very sensitive. He says he cannot trust his staff with most of the work because they are either inefficient or inexperienced. Do you know, Doctor, they recently moved out an experienced man from the section and gave him a young girl fresh out of school. It will do them good to be without him. Perhaps they will realize how much he does."

When Mr. Johnson arrives at the office on Tuesday morning, he begins with the problems left from the day before. He sends for Mrs. Coker. After a few preliminary words he comes to the point. Mrs. Coker, Mr. Brown tells me that despite severe warnings you are still arriving at the office at 8:15 instead of 8 o'clock, as you sign into the attendance book. This is a serious matter, Mrs. Coker. We cannot allow it to continue. Mrs. Coker listens with mounting excitement until Mr. Johnson has finished. She does not take the matter kindly, but lets it be known that Mr. Brown is a slave-driver who often makes her do overtime by giving her last-minute urgent jobs. She more than puts in her required time. Furthermore, if Mr. Johnson is having anyone up for timekeeping it ought to be Mrs. Adams, who is always arriving at 8:30 in the morning. But of course Miss Smith is more understanding than Mr. Brown and treats her staff decently. Mr. Johnson sticks to his point but does not appear to impress Mrs. Coker, who continues to accuse Mr. Brown of deliberately going out of his way to delay her departure each afternoon. Mr. Johnson finally gives up and dismisses Mrs. Coker, sternly reiterating that she must be on time.

Mr. Johnson then calls Miss Smith and says to her, "Oh, Miss Smith, I have received a complaint that you are always arriving late in the mornings and that you do not bother about your junior staff members who also come late." To this Miss Smith replies, "I'm asking for a transfer. I don't find things congenial here. And if I do stay, Mr. Johnson, you really must do something about the accommodations. I can't work with Mr. Brown and all his staff. They take more than their fair share of cupboard space. And the noise. Mr. Brown shouts into the telephone. Mr. Owens has space by himself and it is so much pleasanter and quieter. I am sure the two men would get on better together and there will also be more company for that young Miss Reed. Mr. Johnson does not push the matter further. He sighs as Miss Smith leaves and thinks it would be better if Miss Smith were to transfer.

Mr. Johnson turns to a third problem. He picks up Mr. Owen's annual report on Mr. Otto. The individual markings are so mediocre that Mr. Johnson considers the up-to-standard rating far too generous for a 54 year old Clerical Assistant. He decides to call Mr. Owens about the report, only to find he is not in. It will have to wait until tomorrow.

Leaving the grounds, Mr. Johnson encounters for the first time in several months an old friend, Mr. Reed. As they walk together, Mr. Reed says "My daughter works in your Ministry. She tells me that the head of her branch is a Mr. Owen." Mr. Johnson tries unsuccessfully to link the name of Miss Reed with one of the persons who walks the corridor in his end of the building. He thinks it discreet to say no more than "Does she? Then I may meet her one of these days."

HI 461
Techniques of Consultation
Term Paper Specifications

In the process of completing the requirements for a major, each student has contact with a number of theoretical points of view. Usually each theory is accompanied by some techniques or skills which are used by supporters of that view.

Students frequently take bits and pieces from each view as they try things and find what works best for them. This is a legitimate use of learning, however integration into a workable model increases the student's abilities to use the techniques. As a final paper each student will be expected to formulate a personal theory of consulting. The areas to be included are listed below.

A. The view of man on which the theory is based.

B. General concepts of learning and helping which support the theory.

C. The tenets of the theory and the goals which result from the use of this theory.

D. Specific techniques which grow out of the use of this theory.

E. Bibliography of readings or sources of support for this theory.

Outline due: Feb. 25, 1975
Paper due: March 31, 1975

APPENDIX A.7

Examples of Student Generated Problems to Use for Simulations and Role Playing

Kathy works all day and doesn't get anything done. She works very hard and has had training in her area. She can't find papers or materials once she sets them down. She has a varied job but the girl before her had the same responsibilities and less training and did much better. She is very disorganized and she knows she is not making any progress.

A man 35 years of age and a woman, 31, were married for seven years when the wife gave birth to a retarded child. The child has an IQ of 40. The father is a lawyer and the mother is a teacher. The father would like to place the child in a custodial home. The mother would like to keep the child at home.

Jan and Jill were roommates and very close friends. They did everything together and therefore had the same group of friends. Jan began to date Bill, a mutual friend, and grew to have a "deep like" for him. Bill decided it wasn't mutual and cut the relationship short. Jan felt very bad and had difficulty accepting it. With the turn of events Jill grew close to Bill in friendship, much to Jan's jeolousy. The girl's relationship depleted. They stopped speaking. Jan could no longer talk to her friends because they were also close to Jill. Feeling dejected, she decided she should quit school, as dealing with it was too much.

I have a real hard time asking girls out. I feel everytime I try I will get rejected. I know I will get rejected sometimes, but not all the time. What's the matter with me?

A large manufacturing plant has designated a certain department where 100% eye protection is a mandatory safety rule. The department has five foremen. Although new employees are made aware of this rule at the time of their hire, there has been a rash of employees reporting to the plant medical office with foreign bodies in their eye. Last month the general foreman decided to improve his record by giving time off to employees not wearing the eye protection that is provided. There seems to be a lack of responsibility by the other five foremen as they seem to disregard the safety rule themselves by not wearing glasses and not enforcing the rule. How can the general foreman improve his rapport and cut down on the visits to the medical department?

I can't get along with my youngest sister, but I want to try. She seems to demand from family without giving in return. She continues to live at home, taking from Mom and Dad, even though she is married and has a little girl and is expecting another. Her husband is in the marines. She uses the family to care for her daughter's needs as she feels she will have a miscarriage again if she strains herself. Therefore, she gets tender loving care and attention. She thinks she is always right - never wrong.

They say communication usually flows in two directions. Yet with my father I am always the one who must make the first effort. While growing up there never was much of a "father-son" relationship which seems to have hung on even after I left home. I also feel he resents the idea that I dislike alcohol (mainly because he has a problem when he drinks) and also that I am happily married. How can I get him to open up and discuss "our" problem and do it without sitting over a drink?

APPENDIX A.8

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